

Appendix

Reflection Tool

The elements of a standards-based educational system found in effective high schools are noted in column 1. The elements are clustered under each of the chapters of *Aiming High* to allow you to refer to the chapter for more detail. Please circle the rating (1 through 4) in column 2 that best describes the extent to which you believe each of these elements is currently in place at your high school.

Note: Although the Reflection Tool draws directly from the content in *Aiming High*, districts and schools are encouraged to personalize the tool to meet local needs.

Column 1	Column 2			
Elements of an effective standards-based education system	Progress toward this element			
	Not at all	Planning	In progress	Fully implemented
1. Using Standards-Based Education to Raise the Bar				
All faculty members can explain the differences between traditional instructional practices and standards-based practices.	1	2	3	4
All staff members can explain the benefits of a standards-based education system and the importance of aligning classroom activity with state standards.	1	2	3	4
Teachers of all subject areas, including career-technical education, align courses to standards.	1	2	3	4
The school constantly ensures that students have the opportunity to learn.	1	2	3	4
2. Understanding Standards, Assessment, and Accountability				
Core academic standards are the school's priority.	1	2	3	4
All students have multiple opportunities to learn and apply these standards across various content areas.	1	2	3	4
Staff members can identify ways to target standards, cluster standards around important concepts, and develop appropriate instruction.	1	2	3	4

Column 1	Column 2			
Elements of an effective standards-based education system	Progress toward this element			
	Not at all	Planning	In progress	Fully implemented
Academic content standards are aligned with high-stakes assessments and local accountability measures.	1	2	3	4
3. Creating the Context for Standards-Based Education				
The school culture supports standards-based education as evidenced by school displays, newsletters, Web sites, and so forth.	1	2	3	4
All students know what standards are, why they are important, and which standards are challenging for them.	1	2	3	4
All teachers reference standards frequently during instruction and assessment, and written assignments include the targeted standards.	1	2	3	4
All teachers work collaboratively on a regular, ongoing basis to ensure continuity and alignment in their assessment of standards and interpretation of student performance.	1	2	3	4
All administrators and counselors are conversant in the state standards.	1	2	3	4
Ample and appropriate professional development on standards-based education is provided through coaching, augmentations to professional development days, ongoing collaboration time, online professional development, and action research.	1	2	3	4
Comprehensive vertical alignment between feeder middle schools and the high school supports standards-based education.	1	2	3	4
4. Implementing Standards-Based Instruction and Assessment				
Faculty members involved in teaching and assessing a given standard agree on what the standard means; then the standard is rewritten to be readable to students.	1	2	3	4
All teachers understand the steps in standards-based instruction and assessment and what it means to “backwards map” to focus instruction on what the student must know and be able to do.	1	2	3	4

Column 1	Column 2			
Elements of an effective standards-based education system	Progress toward this element			
	Not at all	Planning	In progress	Fully implemented
The school has agreed on target standards, and faculty members have come to a consensus on the courses in which these standards will be taught and assessed and the order in which they will be introduced.	1	2	3	4
All target standards are taught and assessed both within and, when appropriate, outside the primary disciplines.	1	2	3	4
All students have multiple opportunities to learn and demonstrate mastery of the standards within and across courses.	1	2	3	4
The teacher becomes a coach who is there to help ensure student success on the test.	1	2	3	4
5. Initiating Instruction and Assessment of Local Outcomes				
All end-of-course assessments are used for local documentation of student learning.	1	2	3	4
Local outcomes capture what graduates should know and be able to do, including the state academic content standards.	1	2	3	4
All assessments and performance levels have been developed for local outcomes that cannot be assessed through existing accountability measures or through assessments of state academic standards.	1	2	3	4
The school's purpose is defined by ESLRs and academic standards that are integral to the school's ongoing continual improvement process.	1	2	3	4
6. Supporting Student Academic Success				
Supplemental instruction programs (e.g., tutorials, parallel classes, summer school, and intersession classes) are available both during and outside the school day and year for all students needing additional opportunities to master standards.	1	2	3	4
Distance learning is used to help all students master standards and local outcomes.	1	2	3	4
Independent study and embedded student support (e.g., AVID) are also offered as options.	1	2	3	4

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7. Creating Structural Supports for Student Success				
The school has created smaller, more personalized learning environments for all students through houses, schools-within-schools, looping, integrated courses, mentoring, and class size reduction.	1	2	3	4
Students have time for supplemental instruction within the school day.	1	2	3	4
The school schedule provides ample time for staff development and collaboration.	1	2	3	4
Each student has an ongoing and evolving plan based on academic, career, and personal standards.	1	2	3	4
All students can demonstrate that they are planning and documenting milestones for graduation and postsecondary pursuits through activities such as student-led conferences or exhibitions.	1	2	3	4
8. Promoting Family and Community Supports for Student Success				
The district and school involve all families in supporting maximum achievement for their children through workshops, student-led conferences, school-family compacts, and so forth.	1	2	3	4
The district and school have identified strategies to recruit and retain families in policy-level groups and meetings.	1	2	3	4
Postsecondary partners provide services to support academic success for all high school students (e.g., college classes on high school campuses, middle college programs, tutoring programs).	1	2	3	4
School-community models of tutoring, such as peer tutoring, cross-age tutoring, and intergenerational tutoring, serve all students in need.	1	2	3	4
School-community partnerships focus on student mastery of state content standards.	1	2	3	4

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9. Developing Academic Literacy for Student Success				
Teachers in the core content subject areas work with the English-language development instructors to focus on academic literacy for all students.	1	2	3	4
All teachers have CLAD certification or have participated in professional development on effective teaching strategies for English learners.	1	2	3	4
The staff uses the techniques of specially designed academic instruction in English to focus on academic literacy.	1	2	3	4
The staff uses scaffolding to convey content and ensure successful completion of tasks.	1	2	3	4
10. Using Data for Continual Improvement				
Disaggregated data on national, statewide, and locally developed tests are used consistently as a part of the schools' continual improvement process.	1	2	3	4
A system exists to store and easily retrieve disaggregated student achievement data for state and local outcomes.	1	2	3	4
All faculty members consistently understand and can articulate classroom and schoolwide processes.	1	2	3	4